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ABSTRACT

This paper presents a case study, including a survey sample, of the process used to implement an effective Graduating Seniors Survey within the institutional effectiveness (IE) process at a major metropolitan research university. From an organizational point of view, the university's survey support office and the faculty and staff responsible for the assessment processes jointly implement an integrated IE process for continuous improvement. From a methodological point of view, it is seen that the Graduating Seniors Survey directly supports the assessment process by collecting student feedback from graduating seniors at the program level. The survey support office thus can provide each program with the specific data necessary to measure its assessment objectives. The developed survey is included. (Contains 1 table, 1 figure, and 12 references.) (Author/SLD)

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Effective Use of Graduating Senior Survey as Part of Program Assessment

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Effective Use of Graduating Senior Survey as Part of Program Assessment

Abstract

This paper presents a case study, including a survey sample, of the process used to implement an effective Graduating Seniors Survey within the institutional effectiveness (IE) process at a major metropolitan research university. Organizationally, the university survey support office and the faculty and staff responsible for the assessment processes jointly implement an integrated IE process for continuous improvement. Methodologically, the Graduating Seniors Survey directly supports the assessment process by collecting student feedback from graduating seniors at the program level. The survey support office thereby provides each program with the specific data necessary to measure its assessment objectives.

Introduction

Continuous quality improvement has become a significant component of the culture of American higher education (Astin, 1991; Ewell, 1984; Seymour, 1993; Sims & Sims, 1995). Tierney (1999) and others have maintained that colleges and universities must become responsive to internal and external sources that call for organizational change. Seymour (1993) cited four driving forces behind the concern for quality improvement in higher education administration and services. These pressure points include increased competition for tuition dollars and state subsidies, rising costs, increased state reporting to ensure accountability, and a service orientation that regards students and other constituents (i.e., alumni, parents and employers) as customers. Recently, accreditation agencies (e.g., Southern Association of Colleges and Schools, 1997) have strongly encouraged higher education to implement continuous quality improvement that features institution-wide planning and assessment processes to assure information-driven decisions at all levels of the organization.

A process to support quality improvement was developed over fifty years ago by W.A. Shewhart at Bell Telephone Laboratory (Senge, 1991). His Plan-Do-Check-Act cycle emphasized a process-oriented way of thinking that does not have an end point, but is circular and creates a cycle of continuous improvement. Creating an infrastructure to support a quality improvement process in higher education is essential to the success of the endeavor. Several necessary infrastructure elements have been identified (Pet-Armacost & Armacost, 2002; Seymour, 1994; Simms & Sims, 1995): (a) cultural change, (b) commitment from upper administration, (c) implementation of continuous planning and assessment that uses existing organizational structure, (d) participation at all levels of the organization, (e) resources and staff to support the process, and (e) a long term commitment. Sims & Sims (1995) assert, "In the initial stage, an effort must be mounted to begin to change the culture of the institution. Unless a culture is based on customer satisfaction and continuous

improvement and teamwork is established, Total Quality Management will be of little more than just another one of administration's programs." (p.12)

Equally important is the commitment from upper administrators. Sims & Sims (1995) advises top administrators to embrace quality improvement as sound strategy that can improve the effectiveness of the university and to create an infrastructure to support the process. They stated:

...ensure that quality is managed as the institution's other most important tasks are managed and not assume that quality will manage itself; establish specific management direction and goals for results, then expect, monitor, and reward progress; use the existing institutional structure and involve everyone (that is, administration, faculty, staff, and students); and use systematic institutional change process with an institutional-specific self-designed plan...Quality efforts have a greater likelihood of success in institutions of higher education when a supporting infrastructure is included in the quality improvement process itself. Who will be responsible for developing a quality mission, a quality education program, and a plan for institutional change? How and when will it be staffed? What information and data requirements exist? (p. 14)

A critical component of an institutional effectiveness assessment plan implementation is the capacity to measure objectives at the institution, program, and unit level. (Astin, 1991, Ewell, 1984; Seymour, 1993; Seymour, 1994). The institution needs access to valid, reliable and accessible sources of information that measure how students, alumni, employers, faculty and staff perceive the quality and effectiveness of programs and services. This measurement effort needs to be ongoing and continuous, rather than one-shot studies. It also needs to be integrated with other university information sources such as the student and employee databases, measures of learning competencies, and community and employer needs assessments. Collection and dissemination of reliable and ongoing student assessment information enables academic programs and service units to

measure annual objectives, use the results to monitor the objectives, make changes as a result of this information and use ongoing assessment information to monitor the effectiveness of any changes made (Banta, 1997; Ewell, 1984; Tierney, 1999).

In 1997, The University of Central Florida (UCF) initiated a needs assessment of the institutional information and desired capabilities related to institutional research and planning (Pet-Armacost, Armacost & Young, 2001a). The UCF 21 Operational Excellence Initiative lead to a renewed commitment to quality enhancement and continuous improvement, and processes related to planning and assessment. Restructuring of the organizational infrastructure that greatly expanded support of UCF's continuous improvement process was launched in March 2000 (Pet–Armacost, Armacost & Young 2001b). The newly established Office of Operational Excellence and Assessment Support (OEAS) provides support to monitor the institutional effectiveness process and assists academic and administrative units in the development and implementation of assessment plans. It also provides ongoing survey and statistical support, special studies and process analysis support.

The survey support and statistical studies staff of OEAS provide collaborative service-oriented support to academic programs, administrative units, and upper administration to satisfy various information needs. A primary initiative is to create processes and provide support to assure continuous, reliable, valid and accessible measures of how students, alumni, employers, faculty and staff perceive the quality and effectiveness of programs and services. These information sources are needed for quality improvement and quality assurance efforts such as: (a) the annual institutional effectiveness planning and assessment cycle, (b) program review, (c) accreditation self-studies, (d) state accountability measures and (e) institution level strategic objectives.

Prior to March 2000, UCF conducted periodic surveys of students, alumni, and employers and many programs and units conducted their own surveys to obtain information. These efforts, while admirable, often fell short of satisfying needs. The university surveys

did not provide data at the program level, response rates were poor, and individual programs lacked the infrastructure to design valid surveys, obtain a representative sample, and compile and analyze data into useable information.

This paper describes the implementation of an ongoing university-wide Graduating Seniors Survey as a component of a comprehensive plan to provide accessible information sources to the UCF community to support assessment processes. To optimize buy-in, ongoing collection, dissemination and use of the information, the survey design and collection processes were closely integrated with UCF's institutional effectiveness (IE) planning and assessment process (for a complete description of the UCF IE assessment process see Albert & Pet-Armacost, 2002). The next section describes the organizational structure that makes the process work. Then the design, administration and use of results from the Graduating Seniors Survey and future developments are described.

Process Integration and Organization: Key to Continuous Measurement and Use

The organizational relationship between the university survey and statistical staff and the faculty and staff engaged in assessment is paramount to the success of establishing an ongoing Graduating Seniors Survey in support of the Institutional Effectiveness (IE) process. In this case, a University Assessment Committee (UAC) supports the IE process in an advisory capacity. The UAC's role is to provide university-wide leadership for institutional effectiveness. With support from OEAS, the committee designs the IE assessment process and conducts annual reviews of program and unit plans and assessment results to provide feedback for improvement. The UAC works on a continuous basis with College and Administrative Divisional Review Committees that work closely with faculty and staff engaged in the IE assessment process. A major part of the mission of the university survey and statistical support staff is to improve the quality of university operations and academic programs. This mission is carried out through direct support of the UAC's IE assessment process. The collaborative work of these two entities made possible an institutional shift

from a periodic survey to a ongoing Graduating Seniors Survey that allows data to be aggregated to address institution-wide objectives related to instruction and services and disaggregated to provide program level information.

The Transformation and Use of the Graduating Seniors Survey

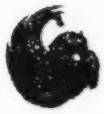
There were three main phases to the development and use of a Graduating Seniors Survey within the Institutional Effectiveness (IE) process:

1. Survey design
2. Survey administration and
3. Analysis, dissemination and use of the results.

Each of these phases is briefly described below.

Survey Design

In order to integrate the Graduating Senior Survey within the IE process, a survey had to be designed that met the needs of the entire university community at all levels of the institution. UCF had an existing survey that was in use for the previous five years that formed the starting point for the revisions process. The university survey and statistical support staff made some changes to the survey unilaterally. These revisions focused on the format of the likert rating scales, the question ordering, and removal of some questions after a factor analysis revealed high item correlations. This new survey draft was then presented to members of the University Assessment Committee (UAC) for their review. The UAC members also sought input from faculty within their colleges and staff within administrative units. The input from the UAC focused on question content. Revisions to the content were made to ensure that the questions accurately represented the assessment objectives of the university. Figure 1 a-d shows the UCF 2001-2002 Graduating Seniors Survey instrument.



Term Graduating
- ☐ Summer 2001
- ☐ Fall 2001
- ☐ Spring 2002

GRADUATING SENIORS
2001– 2002 Questionnaire

USE BLUE OR BLACK INK PEN
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Please fill-in the rectangle next to the answer that best reflects your experiences at the University of Central Florida (UCF).

1. In general, how would you rate your overall undergraduate experience at UCF?
   - ☐ Excellent
   - ☐ Very good
   - ☐ Good
   - ☐ Fair
   - ☐ Poor

2. Would you recommend UCF to a friend or relative considering college?
   - ☐ Yes, without reservations
   - ☐ Yes, with reservations
   - ☐ Neutral
   - ☐ No, probably not
   - ☐ No, under no circumstances

3. When you reflect upon your time at UCF, would you say you were challenged to do the very best you could do?
   - ☐ Yes, always
   - ☐ Yes, most of the time
   - ☐ Sometimes yes, sometimes no
   - ☐ No, seldom
   - ☐ No, never

4. How would you rate each of the following at UCF?

	Excellent	Very good	Good	Fair	Poor
4.1. Your academic experience	☐	☐	☐	☐	☐
4.2. Your social experience	☐	☐	☐	☐	☐
4.3. The quality of other undergraduates	☐	☐	☐	☐	☐
4.4. Safety measures on campus	☐	☐	☐	☐	☐
4.5. Responsiveness to student academic problems	☐	☐	☐	☐	☐
4.6. Student support services	☐	☐	☐	☐	☐
4.7. Academic advising	☐	☐	☐	☐	☐

5. To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5.1. In my major, the courses I needed were available	☐	☐	☐	☐	☐
5.2. In my major, there was a good range of courses	☐	☐	☐	☐	☐
5.3. In my major, too many of my classes were too large	☐	☐	☐	☐	☐
5.4. In my major, my professors were good teachers	☐	☐	☐	☐	☐
5.5. In my major, my professors were available for help outside of class	☐	☐	☐	☐	☐
5.6. In my major, I was provided opportunities to develop appropriate computer skills	☐	☐	☐	☐	☐
5.7. In my major, my training in computer skills prepared me for today's technology	☐	☐	☐	☐	☐
5.8. Outside my major, required courses to meet general education were available	☐	☐	☐	☐	☐
5.9. Outside my major, courses in other departments, but required by my major, were available	☐	☐	☐	☐	☐
5.10. Outside my major, too many of my classes were too large	☐	☐	☐	☐	☐

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Figure 1a. 2001-2002 UCF Graduating Seniors Survey Instrument

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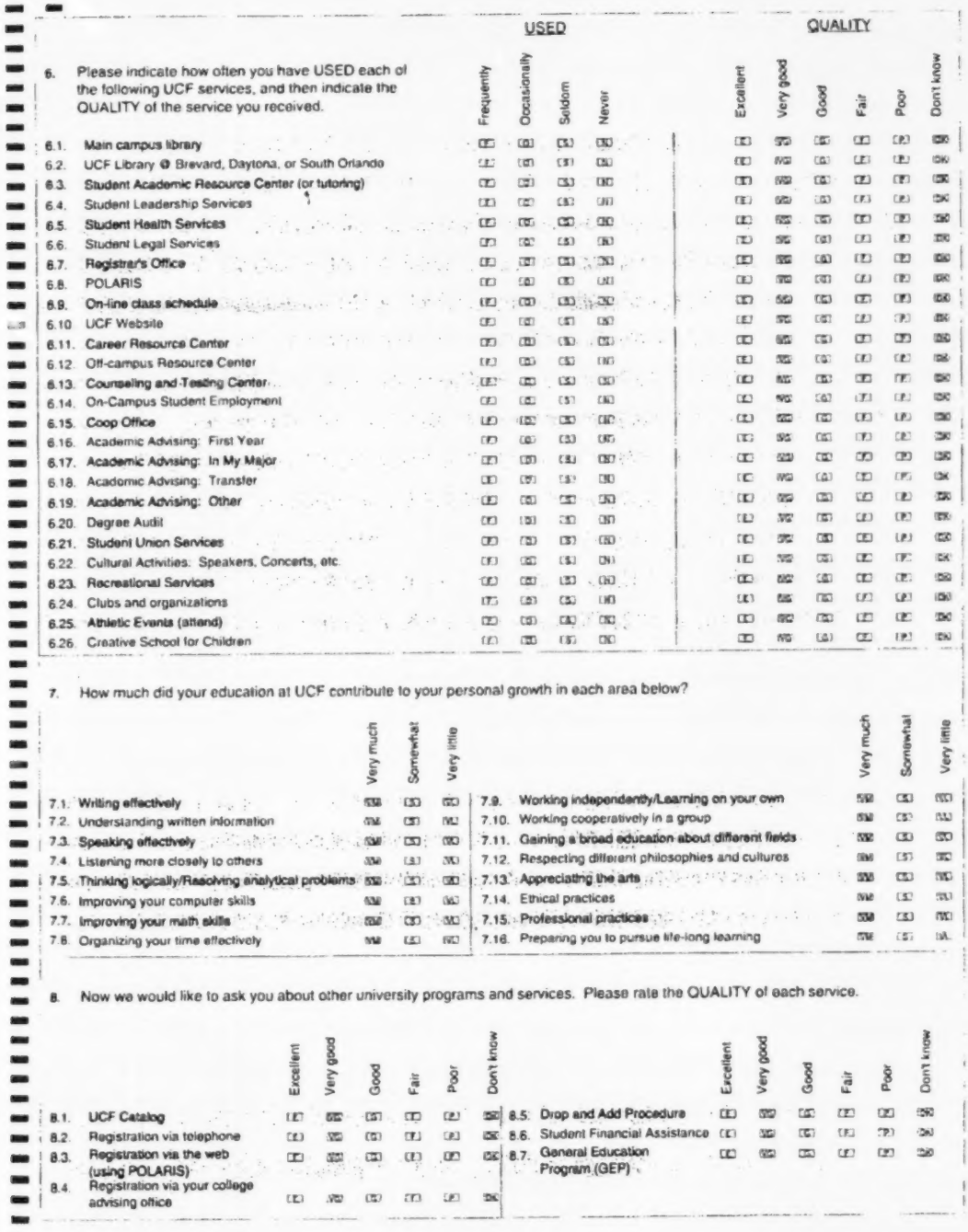

6. Please indicate how often you have USED each of the following UCF services, and then indicate the QUALITY of the service you received.

	USED				QUALITY					
	Frequently	Occasionally	Seldom	Never	Excellent	Very good	Good	Fair	Poor	Don't know
6.1. Main campus library										
6.2. UCF Library @ Brevard, Daytona, or South Orlando										
6.3. Student Academic Resource Center (or tutoring)										
6.4. Student Leadership Services										
6.5. Student Health Services										
6.6. Student Legal Services										
6.7. Registrar's Office										
6.8. POLARIS										
6.9. On-line class schedule										
6.10. UCF Website										
6.11. Career Resource Center										
6.12. Off-campus Resource Center										
6.13. Counseling and Testing Center										
6.14. On-Campus Student Employment										
6.15. Coop Office										
6.16. Academic Advising: First Year										
6.17. Academic Advising: In My Major										
6.18. Academic Advising: Transfer										
6.19. Academic Advising: Other										
6.20. Degree Audit										
6.21. Student Union Services										
6.22. Cultural Activities: Speakers, Concerts, etc.										
6.23. Recreational Services										
6.24. Clubs and organizations										
6.25. Athletic Events (attend)										
6.26. Creative School for Children										

7. How much did your education at UCF contribute to your personal growth in each area below?

	Very much	Somewhat	Very little
7.1. Writing effectively			
7.2. Understanding written information			
7.3. Speaking effectively			
7.4. Listening more closely to others			
7.5. Thinking logically/Resolving analytical problems			
7.6. Improving your computer skills			
7.7. Improving your math skills			
7.8. Organizing your time effectively			
7.9. Working independently/Learning on your own			
7.10. Working cooperatively in a group			
7.11. Gaining a broad education about different fields			
7.12. Respecting different philosophies and cultures			
7.13. Appreciating the arts			
7.14. Ethical practices			
7.15. Professional practices			
7.16. Preparing you to pursue life-long learning			

8. Now we would like to ask you about other university programs and services. Please rate the QUALITY of each service.

	Excellent	Very good	Good	Fair	Poor	Don't know
8.1. UCF Catalog						
8.2. Registration via telephone						
8.3. Registration via the web (using POLARIS)						
8.4. Registration via your college advising office						
8.5. Drop and Add Procedure						
8.6. Student Financial Assistance						
8.7. General Education Program (GEP)						

Figure 1b. 2001-2002 UCF Graduating Seniors Survey Instrument

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9. Are you aware of the services offered by the UCF Ombuds Office?
- Yes
- No

10. Please choose up to 3 sources from which you received the MOST BENEFICIAL academic advising during your last 2 years at UCF. [SELECT UP TO 3]
- Advisors in my major/college
- Professors not assigned as advisors
- Student advisors
- Friends
- Degree audits (SASS)
- Printed material (including the catalog)
- I did not seek help from advisors
- Other [SPECIFY]

11. If you received help from your Advisor in your Major/College (selection one above), please rate the following aspects of that advising.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
11.1. In general the advisors were helpful.					
11.2. In general the advisors were knowledgeable.					
11.3. Advisors were available during posted office hours.					
11.4. Sufficient time was available during advising sessions.					
11.5. The advice I received was very useful for my CAREER goals.					
11.6. The advice I received was very useful for my EDUCATIONAL goals.					

The following questions are for classification purposes.

12. What was your status when you first entered UCF?
- First-time in college
- Transfer from a Florida community college or university
- Transfer from a non-Florida community college or university
- Other [SPECIFY]

13. While attending UCF, were you usually a full-time or a part-time student?
- Full-time (at least 12 credit hours per semester)
- Part-time (less than 12 credit hours per semester)

14. At which UCF campus did you take most of your course work?
- UCF Brevard Area Campus
- UCF Daytona Beach Campus
- UCF Orlando (Main) Campus
- Other location [SPECIFY]
- If about equal at each campus, please indicate which campuses.

15. About how long was your usual commute to the primary campus indicated above?
- Usually 0 minutes (lived on campus)
- Usually 10 minutes or less
- Usually 11 to 20 minutes
- Usually 21 to 30 minutes
- Usually more than 30 minutes

16. About how far did you usually live from the UCF Orlando (Main) Campus?
- I usually lived on the Orlando campus
- I usually lived 5 miles or less from the Orlando Campus
- I usually lived 6 to 15 miles from the Orlando Campus
- I usually lived 16 to 30 miles from the Orlando Campus
- I usually lived more than 30 miles from the Orlando Campus

17. While taking classes at UCF, about how many hours per week did you usually work for pay?
- Usually not employed
- Usually employed 1-10 hours per week
- Usually employed 11-20 hours per week
- Usually employed 21-39 hours per week
- Usually employed 40 or more hours per week

18. What is your major? [CHOOSE CODE FROM ATTACHED LIST]

EXAMPLE: '03 Art major

18.1. First major:

18.2. Second major (if applicable):

18.3. Minor (if applicable):

19. What is your overall grade point average?
- 2.0 - 2.4
- 2.5 - 2.9
- 3.0 - 3.4
- 3.5 - 4.0
- Don't know

20. If you intend to engage in further formal study, what is the highest degree you eventually expect to obtain?
- No further study intended
- Master's degree
- Specialist degree (J.D., Ed.S., etc.)
- Medical degree (M.D., D.D.S., etc.)
- Doctorate (Ph.D., Ed.D., etc.)
- Other [SPECIFY]

21. If you are NOT finishing your degree in 4 years, please indicate all the reason(s) why not. [SELECT ALL THAT APPLY]
- I'm in a 5 year degree program
- I had to withdraw during a semester(s)
- I took a semester(s) off from school
- I took a reduced course load to concentrate on academic grades
- My job caused me to take reduced course loads
- I voluntarily took fewer courses to have more time for activities
- I changed majors
- I experienced academic problems
- I experienced financial problems
- I experienced personal or family problems
- I was misinformed by advisor(s)
- I failed to seek advisor's help
- My required courses were not available
- Other [SPECIFY]

Figure 1c. 2001-2002 UCF Graduating Seniors Survey Instrument

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22. Which, if any, of the following extra-curricular activities did you participate in while working on your degree? [SELECT ALL THAT APPLY]

- ☐ Student government
- ☐ Intercollegiate athletics
- ☐ Student publications
- ☐ Sororities or fraternities
- ☐ Political activities
- ☐ Community service
- ☐ Spiritual/religious activities
- ☐ Performing arts
- ☐ Intramural sports
- ☐ Recreation and wellness
- ☐ Organizations related to major
- ☐ Other UCF clubs and organizations
- ☐ Other [SPECIFY] _____

23. Do you feel you could ask a faculty or staff member for each of the following types of assistance?

23.1. A letter of recommendation	☐ Yes	☐ No
23.2. Advice about career decisions	☐ Yes	☐ No
23.3. Advice about personal decisions	☐ Yes	☐ No

24. To what extent would you say you developed close personal friendships at UCF?

- ☐ Almost all of my closest friends are from UCF
- ☐ Most of my closest friends are from UCF
- ☐ About half of my closest friends are from UCF, half from elsewhere
- ☐ Most of my closest friends are from elsewhere
- ☐ Almost all of my closest friends are from elsewhere

25. Please indicate your sex:

☐ Male ☐ Female

26. Please indicate your age category:

- ☐ Less than 24
- ☐ 24 to 29
- ☐ 30 to 39
- ☐ 40 to 49
- ☐ 50 or older

27. Please indicate those racial/ethnic group(s) that apply to you [SELECT ALL THAT APPLY]

- ☐ African-American/Black
- ☐ Asian
- ☐ Caucasian/White
- ☐ Hispanic or Latino
- ☐ Native American/Alaskan Native
- ☐ Other Pacific Islander/Native Hawaiian

Finally, please share your comments and suggestions as requested.

28. In what way did UCF best meet your expectations?

29. What one change would you suggest to most improve UCF for other students?

30. Please add any other comments or suggestions regarding your experiences at UCF.

Program Specific Questions

1. ☐☐☐☐☐☐☐☐☐☐ 2. ☐☐☐☐☐☐☐☐☐☐ 3. ☐☐☐☐☐☐☐☐☐☐ 4. ☐☐☐☐☐☐☐☐☐☐ 5. ☐☐☐☐☐☐☐☐☐☐
6. ☐☐☐☐☐☐☐☐☐☐ 7. ☐☐☐☐☐☐☐☐☐☐ 8. ☐☐☐☐☐☐☐☐☐☐ 9. ☐☐☐☐☐☐☐☐☐☐ 10. ☐☐☐☐☐☐☐☐☐☐
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21. _____

22. _____

23. _____

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Figure 1d. 2001-2002 UCF Graduating Seniors Survey Instrument

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In addition to the revisions to the main body of the Graduating Seniors Survey, space for twenty close-ended and three open-ended questions were included in the survey for academic programs to add questions specific to their assessment needs (see Figure 1d). Prior to the launch semester (Spring 2001), through communication by the UAC members, faculty and staff from 18 programs worked with the OEAS survey and statistical support staff to add program specific questions to the Graduating Seniors Survey.

In the 2001-2002 academic year, an additional 13 programs have worked with staff to design program specific questions for the survey. Increased visibility of OEAS has expanded the referral network. With increased incidence, compared to the first year, faculty are making direct contact with survey and statistical support staff, and see the program-specific question option as a viable and preferred mechanism of obtaining information from their graduates. Table 1 shows the major data elements in use by UCF programs.

Table 1

Program Specific Data Elements Used in Graduating Seniors Survey

Program Data Elements	
Overall educational experience in program	Quality of faculty academic and career advising
Quality of instruction	Plans after graduation
Availability and breath of courses	Work Applied In field/Out of field Offer
Perceived competency learning outcomes	Graduate or professional school
Knowledge	Applied Program of study Acceptance
Skills	Membership professional organization
Abilities	Strengths
Preparation for career or further study	Recommendations for improvement

Survey Administration

In order for the survey to meet the needs of individual programs, it was essential to conduct a census survey every semester and obtain as close to a 100% response rate as possible, because some programs only have a few graduates. Accomplishing a census methodology required the development of a more effective method for data entry. In the past the survey had been coded manually.

The OEAS survey and statistical support staff designed the instrument as a Scantron form in order to facilitate the administration and processing of the new Graduating Seniors Survey. Use of the Scantron forms facilitated the processing of the data so that the Graduating Seniors Survey is now conducted every semester, as opposed to just in the spring semester as was done in the past. This form contained the questions to be answered by all students, as well as space to fill-in program specific questions. The program specific questions were administered on a separate sheet of paper for the answers to be bubbled-in on the Scantron form.

Survey instruments were printed by Scantron and distributed to the college student support offices by the survey and statistical support staff. All students are required to visit their college office to pick up their "Intent to Graduate" form. Students were asked to complete the surveys at the time they visited the college offices to fill-out their Intent to Graduate form. The college offices were responsible for administering the program specific questions, where applicable. Once the time period for students to apply for graduation was over, the college offices sent the completed surveys back to the survey and statistical staff for processing.

With the aid of UAC members, the relationship between the survey and statistical support staff and the college student support offices was established. Survey and statistical support staff maintained these college partnerships through periodic meetings and e-mails

with student support office staff and college deans. This outreach assured quality of implementation and enhanced a sharing of best practices among the colleges, as initial survey administration effectiveness varied.

Analysis, Dissemination and Use of Results

After the survey results were collected and processed, the data were available to support the Institutional Effectiveness process. To be effective, the survey results must be provided directly to the programs and administrative areas and they should only receive the results relevant to them. In the past, the surveys were only summarized at the aggregate and college levels and were not useful to the programs. A standard statistical package (SPSS) was used for analysis. Most critical were the results from the program specific questions. The programming work for the OEAS survey and statistical support staff was somewhat extensive, as the variables from the program specific questions had to be read into new variables depending on the program. For example, the answers from those who filled-out the program specific questions for Philosophy had to be separated from those who filled-out the questions for Computer Science. Once accomplished, the data were invaluable to the assessment process. Due to the strong ties between the survey and statistical support staff and the UAC, programs were provided with results that exactly fit the objectives of their assessment plans.

Tabular results from the Graduating Seniors Survey were shown in WORD documents and delivered electronically as e-mail attachments to UAC members for distribution to colleges and programs. The distribution contained university-level aggregated findings (totals) and breakouts by college. Program-specific results were also delivered electronically to faculty program contacts. Aggregated results by college were distributed to college deans. Administrative unit directors received results pertinent to their area with results broken out by college.

Academic programs and administrative units used the information from the 2001-2002 Graduating Seniors Survey for the 2000-2001 IE assessment cycle. The UAC review of IE assessment results and planned use of the findings in 2001, prompted other academic programs to expand their use of this information source in their 2001-2002 IE assessment plans. Academic programs and administrative units use assessment results to implement changes, make plans for deeper analysis, or changes in measurement strategy that are reported in their IE assessment results. The following website provides additional details: **www.oeas.ucf.edu/**AssessmentInstitutionaleffectiveness.html.

Access to program-specific survey questions has made a huge difference to some programs and administrative units. For example, the Civil Engineering 1997 plan only included the measurement of three program outcomes. Today it includes 10 objectives with multiple measures, many of which are based on surveys that are designed and administered by the OEAS office. Their current plan shows a maturation of program objectives that is a product of increased infrastructure to support the IE process, and a results driven assessment process. Until this past year, the Civil Engineering program did not have access to survey information specific to their program.

Challenges and Future Directions

Implementing an ongoing Graduating Seniors Survey that provides information at the university and program level is labor intensive and requires a university commitment of staff and resources. The process described here is manual. Accurate tracking of university programs and administrative units that would benefit from university and program-level information and proactive dissemination is imperative. This tracking task also involves matching the timing of the survey support process with the internal IE assessment cycle and external accreditation demands. Equally important is responsive staff committed to changing the university culture and with vigilance seizing opportunities to subtlety produce attitude change that favorably move the institution into a continuous improvement mode of thinking

and doing. By example, survey support staff must provide customer-driven assistance at all phases of program specific and university level survey design, analysis and dissemination. Meeting emerging unmet demand for assistance is a major challenge for staff. A sense of humor and steadfast belief in the value of customer-driven continuous improvement are invaluable when requests pour in, multi-tasking seems like pure theory and deadlines loom. Other challenges include linking data sets as the survey instrument evolves from year to year and producing reports that highlight university-level trends that provide information in support of strategic objectives.

Thus far, the survey and statistical support staff has provided mostly summarized descriptive results as the manual nature of the survey process is restrictive. We have begun planning a web-based dissemination process that will free up staff time and provide decision makers with dynamic access to survey information. Features of this data mart include a drill down capacity to view data at different units of analysis and perform tests of association. Linking survey data sets to other information sources (i.e., student and employee databases) is another essential goal. The data mart will produce shifts in staff time on task that will allow implementation of other continuous measurement survey initiatives (e.g., student engagement and satisfaction, alumni, employer, and faculty & staff climate surveys). With this integrated web-based information source, survey and statistical support staff can move beyond summarizing data to producing higher order analyses, trend analysis and exploratory analysis that will provide useful information to the UCF community in support of continuous improvement and change.

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